

JOB DESCRIPTION

Job Title	Trust Inclusion and Engagement Worker	Department	Education
Reports To:	Director of Inclusion	Grade	8
Responsible For:	N/A	Job Type:	Fixed Term Temporary
Hours	18	Weeks per year	38
Location	Faringdon Community College, Folly View Primary School & The Elms Primary School.		

MAIN PURPOSE AND SCOPE OF THE JOB

To provide a targeted service working with pupils and families which addresses issues that may hinder or disrupt a pupil's attendance at school and/or their successful learning journey.

Helping families early by providing support in the right place, at the right time can reduce the likelihood of problems escalating and in turn, improve longer-term outcomes for pupils' and their families.

DUTIES AND KEY RESPONSIBILITIES

- The post holder will receive referrals and under the guidance of each school and in liaison with Trust Safeguarding Lead or Director of Inclusion, follow up issues with the pupil/family involved and provide advice upon or signpost to appropriate support.
- The post holder will be expected to initiate contact either by phone or in person and establish support work either independently or with other professional agencies as appropriate.
- To develop and deliver programmes of support for pupils and families based on assessed needs.

GENERAL RESPONSIBILITIES

- To offer support to parents/carers/families who are referred by schools/Trust colleagues. This would be in the home, in the school, or by phone.
- To provide short-term early help interventions for pupils' and/or families
- To provide additional capacity to schools by supporting families with the completion of Strengths and Needs forms.
- To support schools with their Mental Health and Wellbeing offer to pupils e.g. train and support others to train as Mental Health First Aiders, work with external agencies to source further mental health support
- To support schools and families by facilitating the involvement of appropriate bodies over a wide range of issues and keeping all informed. Issues could include attendance, bereavement, family breakdown, mental health difficulties, debt, and drug and alcohol misuse.

- To liaise with school SENDCos and Pastoral Leads to provide support and advocacy for families of children with additional needs.
- To build links with other agencies in order to be able to act as a signpost for families and to ensure that they receive appropriate support.
- To promote and publicise the support available among families, the local community, school staff and other professionals working in the area.
- To assist in providing information and support at times of transition such as starting school or moving to secondary school. To liaise with pre-school/nursery settings and secondary schools to ensure that vulnerable families are supported through these transitions and where appropriate to provide group and/or one to one support for families.
- To set up drop in/group sessions/networking events/community events as required, for parents/carers to share common concerns/discuss issues as directed by the schools.
- To provide parenting education and support, both one to one and, where appropriate, in groups e.g. Family Links
- To provide 1:1 and group pupil sessions, this may include some form of therapeutic input such as ELSA/Drawing & Talking
- To promote close collaboration between families and school staff, encouraging and facilitating effective dialogue between parents and teachers about children's progress including providing support for teachers around working with parents, and providing support and advocacy for parents.
- To support parents so that they can help their children to fulfil their potential in school e.g. around reading, homework, attendance and positive behaviour, where appropriate facilitating and arranging Family Learning opportunities within schools.
- To maintain appropriate records and confidentiality including lots of daily activity.
- To work with accordance with Child Protection/Safeguarding policies and procedures.
- To take part in monitoring and evaluation of the work, showing successful impact.
- To take part in relevant training, professional development and supervision to keep up to date and share best practice with relevant professionals.
- To take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with the appropriate manager.
- Plan the arrangements for home contact, following the Lone Working Policy.

GENERAL RESPONSIBILITIES

- Being aware of and complying with policies and procedures relating to child protection, Health & Safety and security, confidentiality and data protection, reporting all concerns to <name>
- Ensuring compliance with the Trust's Equal Opportunities and Equalities Policies and taking an active role in promoting equality and diversity.
- Promoting the Trust's policies on behaviour for learning and demonstrating a commitment to providing a caring and stimulating environment and improving standards for all pupils within Trust.
- Undertaking such other duties as reasonably correspond to the general character of the post

- Whilst every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

PERSON SPECIFICATION & SELECTION CRITERIA

Specification (Job Related)	Essential	Desirable
Education, Qualifications and Professional Development	A good standard of education to GCSE or equivalent with grades A to C. English is essential To have undertaken specialist child protection training Clean driving licence and use of own car	Trained to deliver parenting courses Trained in ELSA/Drawing & Talking or another form of therapeutic support
Knowledge	You are competent in using Microsoft applications (Word, Excel, PowerPoint, Outlook) You are competent in using the Internet for research, calendars and email. You have experience of a professional working environment and are able to deal with various aspects of writing reports.	
Experience	Minimum 1 year experience of working with children, young people and/or families Experience of child protection work the Early Help Assessment and TAF process You understand the role of the family worker and the part it plays within schools Experience of working in a multi-agency setting	
Skills	You provide balanced, impartial and accurate information and deal with people tactfully You use the most appropriate method, language and style of communication for the situation and people involved You speak and write clearly and accurately, and check that people understand your message	

	You develop and maintain good working relationships, and recognise breakdowns in communication You understand your own role and that of other professionals and work together to achieve the best possible outcome. You are accountable to and work under the direction of the Director of Inclusion You willingly accept responsibility for your own work while keeping other people informed of progress and possible problems You can work as part of a team effectively You appreciate the level of support required to achieve required aims You set an example by working efficiently with supervision as required You take opportunities to develop yourself by learning from others and taking on new challenges You put forward ideas and contribute to initiatives You are aware of the limits of your own authority when making decisions You prioritise and manage your own work using your own time, technology and resources effectively You show a flexible but responsive style of working You are able to adapt to changing priorities You make suggestions for improving working practices You respond quickly, flexibly and positively to change, using it as an opportunity to learn, develop and practice new skills. You put into practice new ways of working and exploit new technology.	
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Special Requirements:		
Equal Opportunities:		